

TEACHER / MENTOR GUIDE

Case Study Title

“Ahmed: Between Promotion and Submission”

A Field-Based Case Study on Ruboobiyyat in Real Life

1. Educational Objective (For Teacher)

This case study is designed to:

- Move students **from theory to lived reality**
 - Convert the concept of **Rabb (Authority, Sustainer, Law-Giver)** into a **social lens**
 - Train students in:
 - observation
 - interviewing
 - emotional mapping
 - ethical analysis
 - Develop **Quranic social reading skills**, not preaching skills
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2. Central Conceptual Theme

The case revolves around:

- **Belief in Allah as Rabb**
vs
- **Practical submission to human systems**

Focus is not sin/halal-haram alone, but:

Who truly controls life decisions under pressure?

3. Core Scenario Explanation (For Teacher Understanding)

Ahmed is offered a **promotion** that includes:

- Significant increase in salary
- Higher social status
- Long-term career growth

However, the new role also requires:

- Compromising ethical values
- Participating in misleading practices
- Neglecting prayers due to workload
- Reduced time for family and self-development

Ahmed believes Allah is his Rabb, yet:

- His **fear of losing income**
- His **dependence on the system**
- His **desire for status**

gradually replace **trust in Ruboobiyyat**.

Ahmed is **not fictional** — he represents **thousands in society**.

4. Teacher's Role (Very Important)

The teacher **must NOT**:

- give answers
- moralize
- judge characters
- turn this into a lecture

The teacher **must**:

- explain the **process**
 - protect the **methodology**
 - ensure **real field interaction**
 - maintain ethical boundaries
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5. Step-by-Step Procedure (How Teacher Runs This Case Study)

Step 1: Orientation Session

Explain to students:

- This is a **real-world case**
- They must **find a real Ahmed**
- Identity must remain anonymous
- No advice-giving, no debate

Step 2: Field Identification

Students identify a person who:

- Is offered career growth with ethical/religious compromise
- Feels trapped by salary, system, or fear
- Acknowledges faith but feels powerless

Teacher ensures:

- Person is real
 - Situation matches scenario
 - Student has safe access
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Step 3: Field Interaction Phase

Students:

- Meet the person
- Listen to his **journey**
- Note emotional states:
 - fear
 - justification
 - guilt
 - helplessness

Teacher checks:

- depth of engagement
- sincerity of observation

Step 4: Analysis Phase

Students analyze:

- Shift from trust → fear
- Allah as Rabb → system as authority
- Inner conflict vs outward compliance

Teacher guides conceptually:

- Ruboobiyat
- False “arbaab”

- Authority & obedience
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Step 5: Corrective Insight Phase

Students propose:

- Gradual corrective steps
 - Mindset shifts
 - Practical re-alignment (not idealistic slogans)
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6. Assessment Focus (For Teacher)

Evaluate students on:

- Depth of observation
- Understanding of Ruboobiyat
- Emotional insight
- Realistic corrective thinking
- Ethical sensitivity

Not on:

- writing style alone
 - religious vocabulary
 - right/wrong answers
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7. Teacher Outcome

If done correctly, students will:

- See society differently
- Internalize Rabb as **decision authority**
- Develop empathy
- Understand pressure-based faith erosion